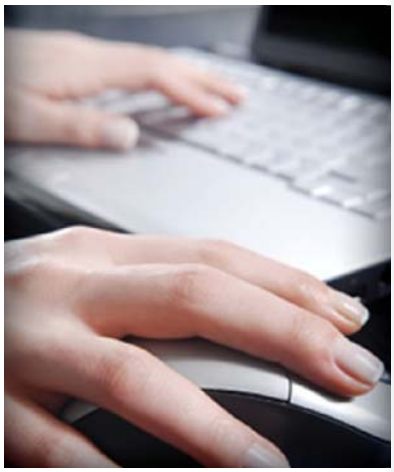

2010-2011 Annual Assessment

NORTHWESTERN
COLLEGE

ST. PAUL, MINNESOTA

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Overall Satisfaction

Senior Satisfaction with Overall College Experience

On the ***Northwestern Senior Survey*** 88 percent of graduating seniors reported satisfaction with the **Overall College Experience** at Northwestern. Responses have remained consistently over 87 percent satisfaction as shown in Chart 1.

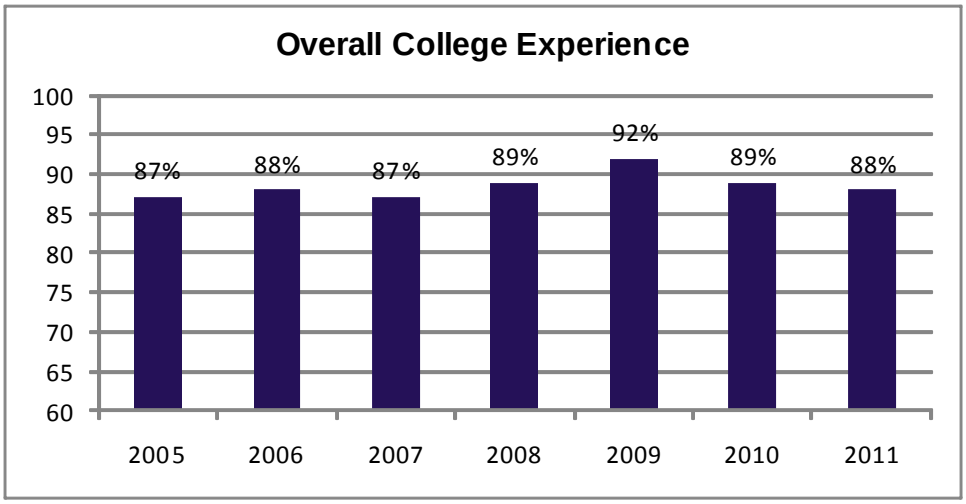

Chart 1. Senior satisfaction with overall college experience by year.

Seniors Satisfaction with their Major

The majority of academic departments administer the ***Northwestern Senior Capstone Survey*** to their graduates. Seniors have consistently reported they are well prepared for their first job, graduate school or advanced study and are able to compete well with graduates from other institutions. The majority of seniors also reported they would select the same major again if starting their college career over and would advise a friend to attend Northwestern. Table 1 shows the percent who *Strongly Agreed* or *Agreed* with each of the statements.

Table 1. Satisfaction with academic major compared with previous years.

Satisfaction with Academic Major:	2011	2010	2009	2008
I am well prepared for my first job in the field	96.2	95.9	88.2	90.0
I will compete well with graduates from other institutions with similar majors	95.5	97.7	90.7	89.4
I would advise a friend planning a similar major to attend NWC	94.7	92.4	87.2	81.7
I am well-prepared to enter graduate school or advanced study	92.8	94.2	92.3	91.1
If I were staring over, I would select this major at NWC again	89.8	91.8	89.3	89.9

Satisfaction with Campus Life

Senior Satisfaction with Campus Life

As reported on the ***Northwestern Senior Survey***, over two-thirds of seniors were satisfied with many areas of campus life. Satisfaction with **Leadership opportunities** showed the greatest increase. Reported satisfaction with **Rules governing student conduct** declined over previous years. Satisfaction with **Attitudes of staff toward students** remained extremely high. Table 2 below shows the percentage of students who responded that they were *Very Satisfied* or *Satisfied* with elements of campus life.

Table 2. Satisfaction with campus life compared with previous years.

Campus Life	2011	2009	2007	2005	2003
Attitudes of staff toward students	91.4	92.2	91.2	90.9	88.9
Sense of community on campus	78.9	78.1	74.9	75.1	81.6
Service/volunteer opportunities	75.5	78.2	72.2	79.3	78.2
Leadership opportunities	74.6	73.0	69.9	77.7	74.4
Student Housing	68.9	70.6	71.0	78.6	88.4
Rules governing student conduct	52.4	62.9	53.2	61.0	57.5

Senior Satisfaction with Campus Services

On the ***Northwestern Senior Survey*** graduates were asked to indicate their level of satisfaction with a number of services offered on campus (Table 3). Satisfaction with **Food service** reached an all time low in 2011.

Table 3. Satisfaction with campus services compared with previous years.

Satisfaction with services	2011	2009	2007	2005	2003
Library services	87.6	87.9	86.4	83.4	84.5
Records Office services	87.5	89.5	91.1	90.3	80.8
Campus health services	77.1	74.7	74.1	74.5	77.3
Counseling services	64.9	68.7	63.7	60.8	69.8
Career services	64.8	69.4	58.5	48.9	64.9
Services for commuting students	43.6	50.4	41.6	53.7	58.9
Food service	42.6	53.2	62.5	52.8	69.2

Satisfaction with Academic Life

Senior Satisfaction with Instruction

As measured by senior surveys, the percentage of seniors reporting they are *Very Satisfied* or *Satisfied* with the **Overall quality of instruction** has remained near 90 percent each year. The percentage reporting satisfaction with **Courses in major field** increased the last two years after dropping below 80 percent (79 percent) for the first time in 2008 (Chart 2).

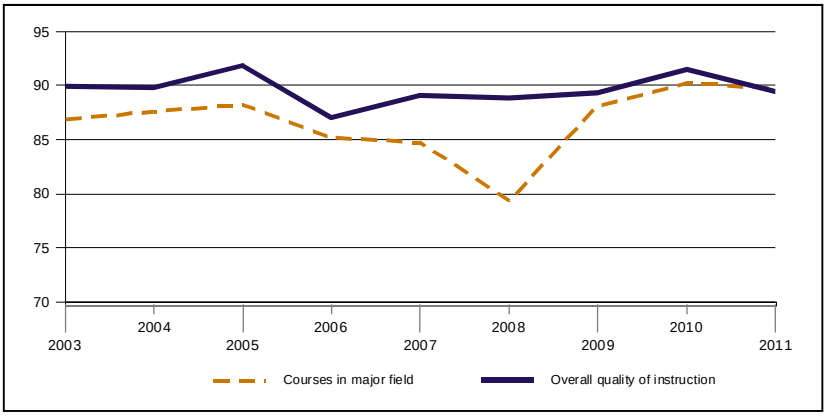

Chart 2. Satisfaction with instruction by year.

Senior Satisfaction with Faculty in Major

Upper-class students completing the ***Northwestern Senior Survey*** reported their agreement with a variety of statements about their major and faculty teaching in their major. Table 4 shows the percent who *Strongly Agreed* or *Agreed* with the statement.

Table 4. Satisfaction with faculty in major compared with previous years.

	2011	2009	2007	2005	2003
Faculty are professionally competent	98.9	99.8	99.7	97.3	94.8
Faculty are interested in the welfare of students	98.4	98.7	98.5	95.0	96.2
Faculty are available and accessible	97.9	98.7	97.5	96.4	95.3
Faculty are role models of Christian maturity	97.9	98.7	98.2	97.4	96.8
Faculty use teaching methods that promote learning	97.3	98.7	97.2	94.7	91.3
Faculty prepare carefully for their courses	96.8	98.7	96.8	96.7	94.5
Faculty evaluate fairly and appropriately	96.4	98.7	97.1	92.7	91.0
Faculty are knowledgeable academic advisors	94.7	97.7	93.6	93.1	87.1
Faculty have high, clearly stated expectations	94.7	97.1	93.6	94.7	91.6

Senior Perspectives on their Academic Majors

Seniors were asked their level of agreement with statements regarding their academic programs. Table 5 reports responses to these items on the ***Northwestern Senior Survey***. Over 90 percent of seniors were in agreement with each statement. The percent who *Strongly Agreed* was also encouraging.

Table 5. Perception of academic majors.

My Academic Major	Mean Score	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
encourages critical thinking	3.50	53.2	44.1	2.5	0.2
integrates biblical perspectives	3.46	50.7	45.7	3.0	0.7
is relevant & appropriate for preparation in my field	3.45	50.2	45.5	3.9	0.5
academically demanding	3.37	43.6	50.5	5.5	0.5

A comparison with previous years is reported in Table 6. Over 94 percent of seniors *Strongly Agreed* or *Agreed* with each item concerning their academic major at NWC.

Table 6. Perception of academic majors compared with previous years.

My Academic Major	2011	2009	2007	2005	2003
encourages critical thinking	97.3	98.6	95.8	93.8	95.2
integrates biblical perspectives	96.4	96.7	98.2	96.0	96.8
is relevant & appropriate for preparation in my field	95.7	96.4	93.7	92.8	91.7
academically demanding	94.1	96.1	94.3	92.8	90.4

Living and Learning Community Goals

Christ-Centered Biblical Worldview

Objective: Northwestern College seniors will adopt and articulate a worldview that is Christ-centered and grounded in biblical truth, acknowledge and appeal to the Bible as the foundation for all truth, apply biblical knowledge to all contexts, appreciate the beauty and design of God's created world.

Student Rating of Instruction

Northwestern students complete the ***IDEA Course Evaluations*** in selected classes each year. During the 2010-2011 academic year 5,439 surveys were completed. Supplementary questions were added to the survey to explore student perceptions of elements of the integration of faith with teaching and learning. Table 7 shows the mean score for these two questions on a scale from 5= *Strongly Agree* to 1 = *Strongly Disagree*.

Table 7. Integration and worldview results compared with previous years.

	2011	2009	2008	2006	2005
My instructor modeled Christ-like behavior during this course	4.74	4.40	4.61	4.63	4.60
My instructor taught the course from a Christian viewpoint	4.73	4.40	4.57	4.62	4.61

Biblical Worldview Integration

The ***Northwestern Senior Capstone Survey*** included two items related to the integration of a biblical worldview with the academic discipline. The percent shown on Table 8 who *Strongly Agreed* or *Agreed* with these statements indicates seniors perceive they are prepared to discuss their major from a biblical worldview and integrate their faith into their chosen academic field.

Table 8. Senior biblical worldview integration compared with previous years.

	2011	2010	2009	2008
I am able to discuss the assumptions, theories and concepts of my major in relationship to a biblical worldview	99.6	93.7	81.6	70.3
I have been prepared to integrate my faith with my academic field	95.4	99.6	98.0	97.8

Biblical Worldview Outcomes

In the ***Northwestern College Senior Survey*** graduating seniors are asked to rate the colleges influence on the attainment of educational outcomes. Since the survey was first administered, seniors have rated faith-related outcomes in the top five of the 31 educational outcomes measured each year (Table 9).

Table 9. Rank of faith related educational outcomes.

	2011	2009	2007	2005	2003
Acquiring knowledge of the Bible and Christian doctrines	1	1	1	8	1
Developing a Christian worldview	2	2	2	1	2
Developing a maturing personal faith in Jesus Christ	3	4	4	2	4
Relating the Christian faith to my major field	5	3	3	4	3

Satisfaction with Campus Spiritual Life

Over two-thirds of seniors on the ***Northwestern College Senior Survey*** indicated they were *Very Satisfied* or *Satisfied* with spiritual life activities on campus life. (Chart 3).

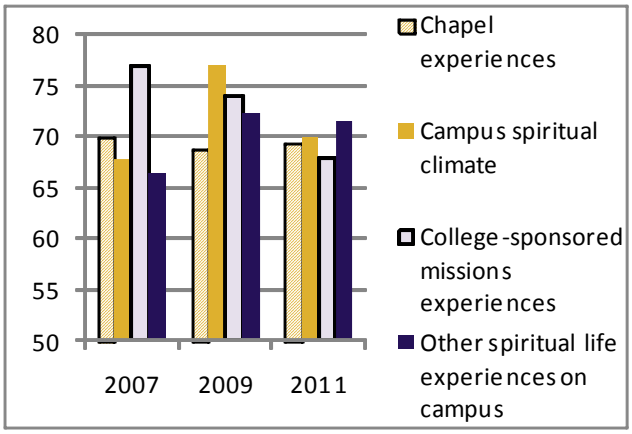

Chart 3. Satisfaction with spiritual life activities on campus.

Students Rate Chapel Benefits

On the ***Student Life Survey***, the student body was asked to express their agreement with statements about the benefits of the Chapel program to them personally (Table 10).

Table 10. Students views on Chapel benefits.

The Chapel program helped me to:	%Strongly Agree	% Agree	% Disagree	% Strongly Disagree	NA
adopt & articulate a worldview that is Christ centered.	19.85	56.2	13.87	6.72	3.36
adopt & articulate a worldview grounded in biblical truth.	17.9	55.92	15.09	6.8	4.29
grow in my understanding of how to serve God & others.	22.3	55.24	13.15	5.47	3.84

Seniors Participation in Spiritual Disciplines

Nearly all graduating seniors reported on the ***Northwestern Senior Survey*** that they **Attend local church; Maintain daily, personal devotions; Studied the Bible or prayed in a small group:** and **Share their faith with another person** (Chart 4).

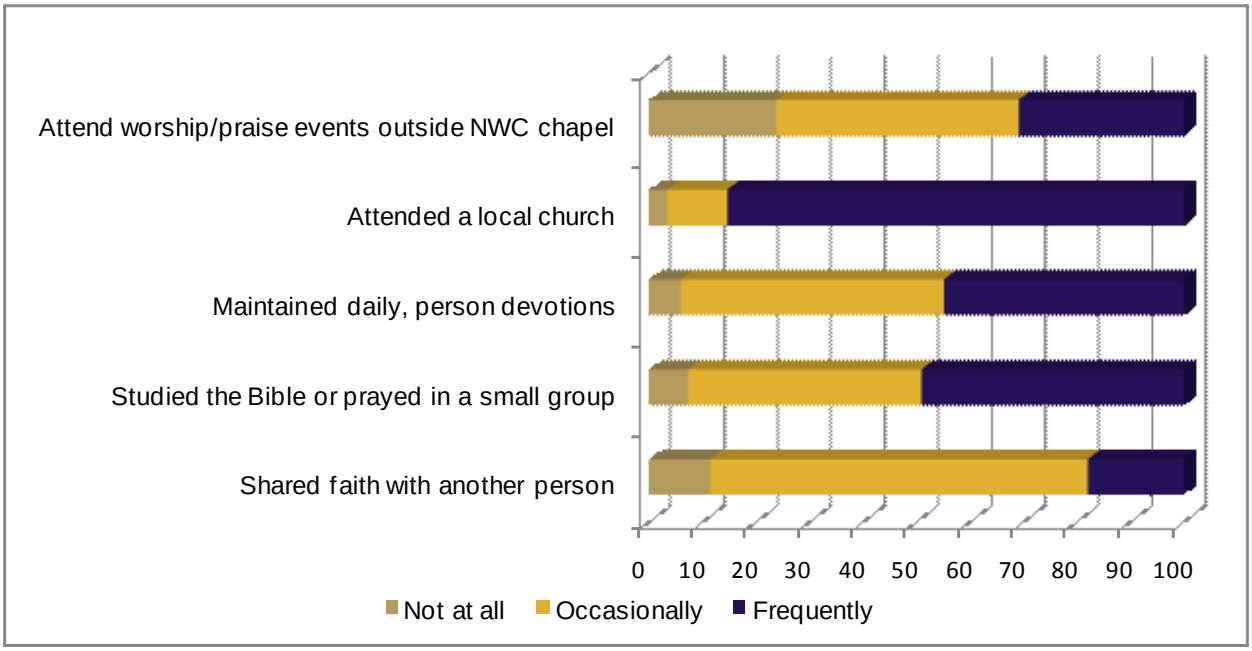

Chart 4. Engagement in spiritual disciplines.

Accountability Relationships

Over 70 percent of seniors reported they participated, at least occasionally, in an accountability relationship with another student. Over 40 percent reported they were involved in this type of relationship with a faculty or staff member (Table 11).

Table 11. Percent participated in an accountability relationship compared with previous years.

Met in an accountability relationship	2011	2009	2007	2005	2003
With student	71.9	71.8	69	75.1	59.8
With faculty or staff	40.1	41.9	36.3	462	32.9

Committed to Local Churches

Northwestern Senior Survey results indicated that graduating seniors have a commitment to a local church, both through regular attendance and financial support (Chart 5).

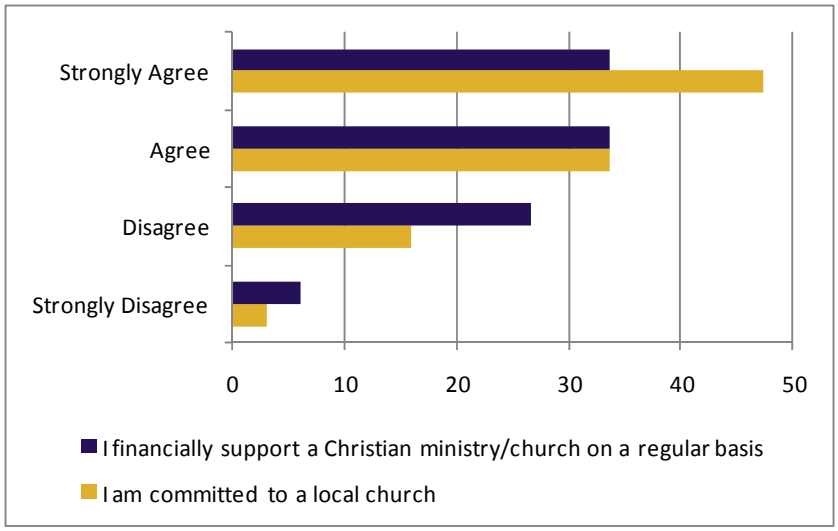

Chart 5. Support for a local church.

Spiritual Fit and Growth

Over 96 percent of seniors *Strongly Agreed* or *Agreed* that their relationship with God grew during the time they were a student at NWC. Ninety percent were in agreement that Northwestern was a good spiritual fit for them (Table 12).

Table 12. Satisfaction with spiritual life on campus compared with previous years.

	2011	2009	2007	2005	2003
My relationship with God grew during my time at NWC	96.5	95.8	83.6	89.4	93.6
NWC was a good spiritual fit for me	90.0	91.5	88.9	94.3	90.0

Freshmen Report Strong Faith Commitment

Supplementary questions added to the ***CIRP HERI Freshman Information Form*** probed freshmen agreement with items related to faith commitment. Over 90 percent of Northwestern Freshmen completing the survey *Strongly Agreed* or *Agreed* that they had a personal meaningful relationship with God that impacted their daily life and would hold fast to their faith if opposed (Table 13).

Table 13. Freshman Faith commitment.

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
My relationship with God contributes to my sense of well-being.	71.9	25.6	1.7	0.8
Even if the people around me were opposed to by Christian convictions, I would still hold fast to them.	61.2	33.1	5.8	0.0
I have a personally meaningful relationship with God.	60.3	35.5	4.1	0.0
The way I do things from day to day is often affected by my relationship with God.	55.0	40.0	5.0	0.0
I feel like I need to be open to consider new insights and truths about my faith.	41.7	49.2	9.2	0.0

Freshmen Participation in Spiritual Life Activities

Freshmen were also asked on the ***CIRP*** to report the frequency of their participation in spiritual life activities. The choices they were given for each of the items were *Often*, *Sometimes*, or *Never*. Table 14 shows the percent who selected *Often*.

Table 14. Percent freshmen response to Spiritual Life Activities.

	2010	2008	2006	2004	2002
Attended religious services	86.4	91.7	93.1	89.8	91.5
Met with a small group for prayer/Bible study	38.3	51.3	49.9	48.3	53.7
Maintained daily, personal devotions	38.3	35.5	40.5	49.2	50.6
Shared my faith with another person	24.7	30.0	31.5	28.1	35.8

Written Communication

Objective: Northwestern College seniors will demonstrate written communication skills sufficient to express ideas clearly and to communicate them effectively.

NWC Influence on Writing Skills

As part of the ***Northwestern Senior Survey*** graduates were asked to indicate the extent of Northwestern College's contribution to the achievement of a number of educational outcomes on a scale of *Very Much* to *None.*

Seventy-eight percent of seniors graduating in 2011 reported that Northwestern had *Very Much* or *Much* or influence on their attainment of the outcome to express ideas clearly in writing. These results are compared to those obtained from NWC graduates in previous years (Chart 6).

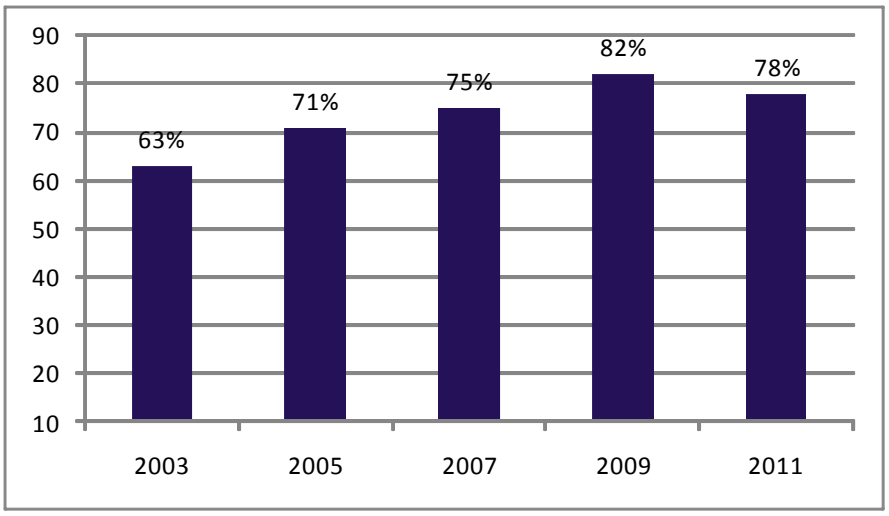

Chart 6. Self-rated NWC influence on writing skills.

Upper-level Written Communication Assessment

NWC instructors teaching upper-level courses designated as having a Written Communication Emphasis [WCE] judged the writing samples of students in four areas. Each area included several items developed to evaluate college-level writing. Table 15 shows the percentage of papers judged to be either *Strong, Adequate,* or *Weak* in the four focus areas. The goal of 60 percent *Strong* ratings was reached for three of the areas, Content, Composition Strategies, and Presentation and Mechanics. Table 16 shows the rating for each of the criteria items evaluated.

Table 15. WCE results.

Criteria	Strong	Adequate	Weak
Content	70.7	25.0	4.2
Composition Strategies	68.5	27.3	4.2
Presentation and Mechanics	67.8	29.3	2.9
Documentation	59.6	28.6	11.8

Below are the specific items for each of the criteria categories.

Table 16. WCE results detail.

Content	Strong	Adequate	Weak
Correct type (genre) for the assignment	75.2	22.7	2.1
Clear thesis or controlling idea(s)	68.8	27.0	4.2
Major ideas or components of composition are related to thesis	70.1	25.7	4.1
Evidence or details support major ideas or major components	68.7	24.8	6.6
Composition Strategies	**Strong**	**Adequate**	**Weak**
Organization is obvious and effective	68.3	27.5	4.1
Paragraphs are properly structured	67.8	26.9	5.3
Style is appropriate for genre in tone and level of formality	69.3	27.4	3.2
Presentation and Mechanics	**Strong**	**Adequate**	**Weak**
Presentation	68.5	28.9	2.7
Sentences should make sense	69.0	27.4	3.6
Proper use of punctuation	66.9	30.5	2.7
Grammatically acceptable usage	66.1	30.9	3.0
Documentation	**Strong**	**Adequate**	**Weak**
Appropriate use of sources	63.7	23.2	13.1
Correct documentation style	55.1	34.2	10.7

Editing Competency Exam Results

All students completing *ENG1105 Composition I* and *ENG1825 Honors Composition I* are required to take the ***Northwestern Editing Competency Exam*** as a prerequisite for *ENG2205 Composition II*. All incoming transfer students are also required to take this exam.

The goal of 80 percent passing the examination on the first attempt was reached for Spring semester but not Fall semester in 2010-2011 (Table 17).

Table 17. Percent passing the NWC ECE on first attempt by term and year.

Course	2010-2011		2008-2009		2007-2008		2006-2007		2005-2006	
	F	S	F	S	F	S	F	S	F	S
ENG1105	70.5	87.6	84.4	86.6	81.0	87.6	83.9	89.0	87.0	75.5
ENG1825	94.1	—	100	100	92.6	100	100	100	93.8	100

NWC Intern Written Communication

In the ***Northwestern Internship Evaluation Survey***, the On site Supervisor respondents rated the NWC Interns as Highly Skilled: Exceeding Expectations in the **Written Communication** with a 4.2 rating. (The rating scale used was from *5—Very High Skill: Exceptional, to 1—Very Limited Skill: Unsatisfactory.)*

Oral Communication

Objective: Northwestern College students will demonstrate oral communication skills sufficient to express ideas clearly and to communicate them effectively.

NWC Influence on Speaking Ability

The ***Northwestern College Senior Survey*** measures the extent of the College's influence on the attainment of educational outcomes. The percent that indicated the College had *Very Much* or *Much* influence on speaking clearly and effectively met and exceeded the benchmark of 60 percent (Chart 7).

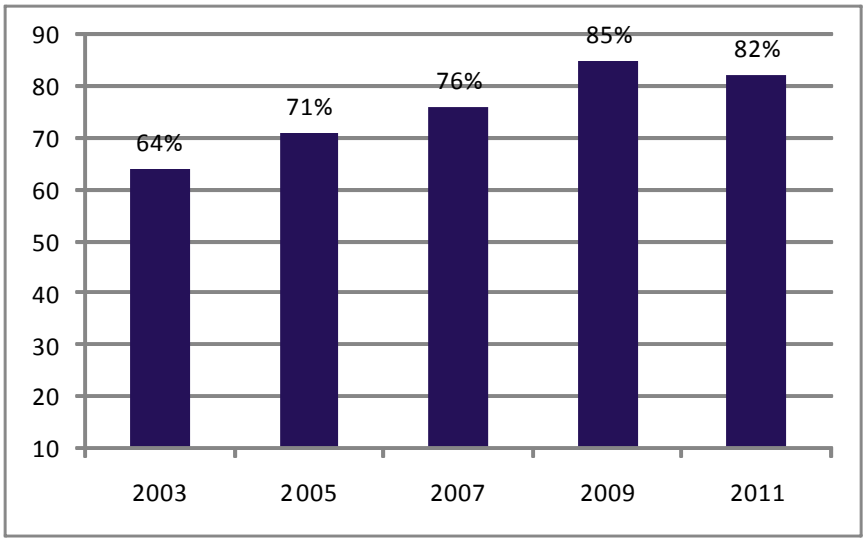

Chart 7. College influence on speaking ability.

NWC Intern Verbal Communication

In the ***Northwestern Internship Evaluation Survey***, the On site Supervisor respondents rated the NWC Interns as Highly Skilled: Exceeding Expectations in **Verbal Communication Skills** with a 4.4 rating. The rating scale used was from *5—Very High Skill: Exceptional, to 1—Very Limited Skill: Unsatisfactory.*

Upper-Level Oral Communication Assessment

NWC instructors teaching courses designated as having an Oral Communication Emphasis [OCE] judged the oral skills of students based on four criteria. Each criteria included several items developed to evaluate the ability to communicate effectively. Table 18 shows the percentage of oral presentations judged to be either *Strong*, *Adequate* or *Weak* on the four criteria. A goal of 60 percent *Strong* was set and reached for all criteria.

Table 18. OCE results.

Criteria	Strong	Adequate	Weak
Thesis/Purpose	78.6	19.0	2.4
Organization	70.5	24.8	4.8
Support Material	72.9	23.3	3.8
Delivery	73.2	24.4	2.4

Below are the specific items for each of the criteria categories.

Table 19. Detailed OCE results.

Thesis/Purpose	Strong	Adequate	Weak
Message is appropriate to the audience	74.9	23.8	1.3
Purpose/thesis is clearly presented	66.1	27.3	6.6
Organization	**Strong**	**Adequate**	**Weak**
Ideas are clear, logical, and effectively arranged	64.6	30.8	4.6
Includes relevant introduction and conclusion	65.5	29.6	4.9
Support Material	**Strong**	**Adequate**	**Weak**
Specific, credible, relevant sources used as appropriate	57.0	38.8	4.2
Delivery	**Strong**	**Adequate**	**Weak**
Manner is confident	68.8	28.4	2.9
Body language is appropriate (i.e. gestures, movements)	72.2	25.4	2.4
Makes eye contact	69.5	26.7	3.8
Use of voice is effective (voice inflections such as tone, cadence, rate, etc. are appropriate)	68.6	29.5	1.9
Uses technology appropriately	87.1	11.9	1.0

Personal Responsibility and Leadership

Objective: Northwestern College seniors will assume appropriate God-honoring leadership roles; discover their assets and strengths and develop strategies to utilize them; be effective stewards of personal resources such as time; finances, health, and relationships; and commit to life-long learning.

Equipping for God-Honoring Leadership

The ***Student Life Survey*** solicited students perceptions of how they were equipped for God-honoring leadership in various areas of the college mission. A large majority (over 85 percent) *Strongly Agreed* or *Agreed* that their experiences at Northwestern equipped them for leadership in home/family, church, community and world (Table 20).

Table 20. Areas students feel equipped for God-honoring leadership.

	% Strongly Agree / Agree
My Community	89.8
My Home/ Family	87.7
The World	87.7
My Church	85.3

Leadership Development

NWC students were asked various questions about leadership in the ***Student Life Survey***. A majority of the Northwestern students responded favorably to current and future leadership development opportunities (Table 21).

Table 21. Percent of students rating leadership development at Northwestern.

	% Strongly Agree / Agree
I am interested in developing my leadership skills	84.82
I consider myself to be a leader	84.61
Northwestern College has contributed to my leadership development this past year	77.68

NWC Intern Leadership Ability

In the ***Northwestern Internship Evaluation Survey***, the On site Supervisor respondents rated the NWC Interns as Highly Skilled: Exceeding Expectations in **Leadership ability** with a 4.0 rating. The rating scale used was from *5—Very High Skill: Exceptional, to 1—Very Limited Skill: Unsatisfactory.*

Personal Responsibility Outcomes

The ***Student Life Survey*** included items related to gains in self understanding and a Biblical Worldview as a foundation for life. A large percentage of students *Strongly Agreed* or *Agreed* that their experiences at Northwestern provide a strong foundation for their personal and spiritual life (Table 22).

Table 22. Students views on gains in self-knowledge and use of the Bible.

	% Strongly Agree/ Agree
I am learning to have my Bible knowledge inform all areas of my life (i.e. relationships, decision-making, finances, health & wellness).	94.60
I have increased my sense of who I am (i.e. my feelings, thoughts, beliefs, values, and gifts).	92.38
I have developed conflict resolution skills.	85.48
I gained a basis for understanding the Bible as the foundation for my life-style choices that affect my personal health.	75.18
My experience at NWC has allowed me to gain increased knowledge about the complex design of the human body & how it is affected by the negative impacts of stress, illness, poor lifestyle choices, or disease processes.	68.22
My experiences at NWC has prepared me to practice good health habits & thus be a good steward of the body God gave me.	65.74

NWC Influence on Leadership Group Dynamics

The ***Northwestern Senior Survey*** measured the extent of the college's influence on the attainment of outcomes related to leadership and life skills. Table 23 shows the percent of seniors who reported Northwestern's influence on their attainment of that outcome was *Very Much* or *Much*.

Table 23. Satisfaction with College's influence on core outcomes compared with previous years.

	2011	2009	2007	2005	2003
Realizing my individual aptitudes, talents and gifts	78.1	75.8	68.2	64.2	62.9
Developing leadership skills	74.2	75.6	74.5	55.1	54.0
Developing effective job-seeking skills	61.5	64.6	53.5	54.1	41.1
Developing principles and practices for maintaining physical health	49.4	56.5	50.4	41.7	36.4
Managing personal finances	39.1	47.4	64.4	47.7	NA

Service and Citizenship

Objective: Northwestern College students will understand group dynamics and work with others cooperatively as well as independently; practice responsible citizenship and service to God and others; act with integrity and understanding towards individuals and groups, applying biblical principles.

Developing Citizenship & Service

In the ***Student Life Survey***, Northwestern students provided feedback on their participation in the Day of Prayer & Service. The freshman, sophomore, junior and senior classes were asked their feedback on the benefits of this day for them (Table 24).

Table 24. Percent of students responding to benefits gained by the Day of Service & Prayer.

Participating in the Day of Service & Prayer:	% Strongly Agree / Agree
Allowed me to practice responsible citizenship	61.7
Allowed me to practice service to God and others	63.02

Participation in Missions and Volunteer Activities

Northwestern Senior Survey results indicated that over eighty-five percent of 2010-2011 graduating seniors have participated in volunteer/ service activities during their years at Northwestern. The volunteer/ service participation has increased each year since 2005 as reflected in Chart 8. Slightly more than sixty percent of seniors reported participating in a College-sponsored missions experience while enrolled at NWC, this percentage has decreased each academic year since 2007.

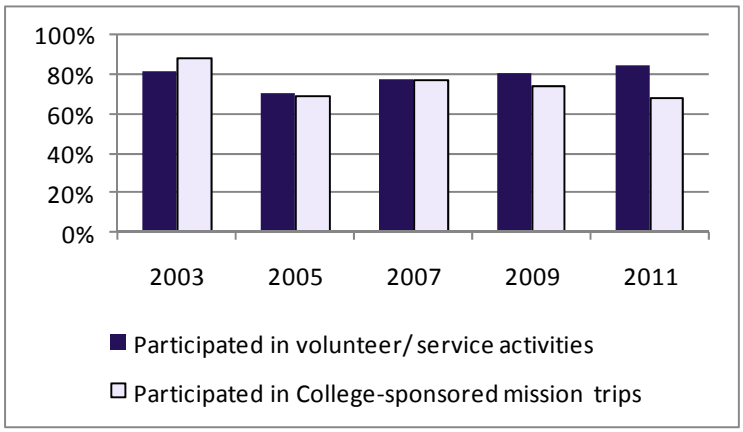

Chart 8. Student participation involvement in missions and volunteer activities.

Students Rate Intercultural Unity

In the ***2011 Student Life Survey***, Northwestern students provided feedback on intercultural experiences during the 2010-2011 academic year.

Table 25. Students rate intercultural experiences.

	% Strongly Agree / Agree
I have increased my understanding of people that are different than myself.	92.4
I learned to celebrate the Christ-centered values, gifts, and uniqueness of other cultures God has created.	75.9
I have learned more about my own culture & its influence on the interpretation of scripture, the communication of the Gospel, Christian living and human relations.	68.4
My experience has helped me to grow in my understanding of the Gospel of reconciliation and my role as Christ's ambassador of reconciliation in promoting racial/cultural healing and understanding.	63.3
I have nurtured significant relationships with someone from another culture and/or race.	62.6

NWC Interns Evaluated

On-site supervisors evaluated Northwestern Interns on various characteristics related to group dynamics and independent work. Results suggest progress toward this outcome. Interns were rated on a scale from 5= Exceptional to 1 = Unsatisfactory on the ***Internship Evaluation Survey***. Northwestern interns scored above 4.30 (Exceeds Expectations) on all outcomes (Table 26).

Table 26. Intern skills in group and independent work compared with previous years.

Outcomes	2011	2010	2009	2008	2007
Integrity/Character	4.50	4.60	4.64	4.58	4.54
Respectful of others	4.50	4.50	4.60	4.60	NA
Spirit of cooperation	4.50	4.48	4.57	4.60	4.60
Ability to work independently	4.30	4.34	4.36	4.35	4.38
Ability to work in a group	4.30	4.24	4.37	4.29	NA

Core Curriculum Outcomes

The extent of the College's influence on the attainment of a variety of educational outcomes was measured on the ***Northwestern College Senior Survey***. For nearly all of the items, the percentage of graduates reporting Northwestern's influence to be *Very Much* and *Much* decreased over 2009 scores (Chart 9). Seniors gave outcomes related to critical thinking, lifelong learning and problem solving the highest ratings.

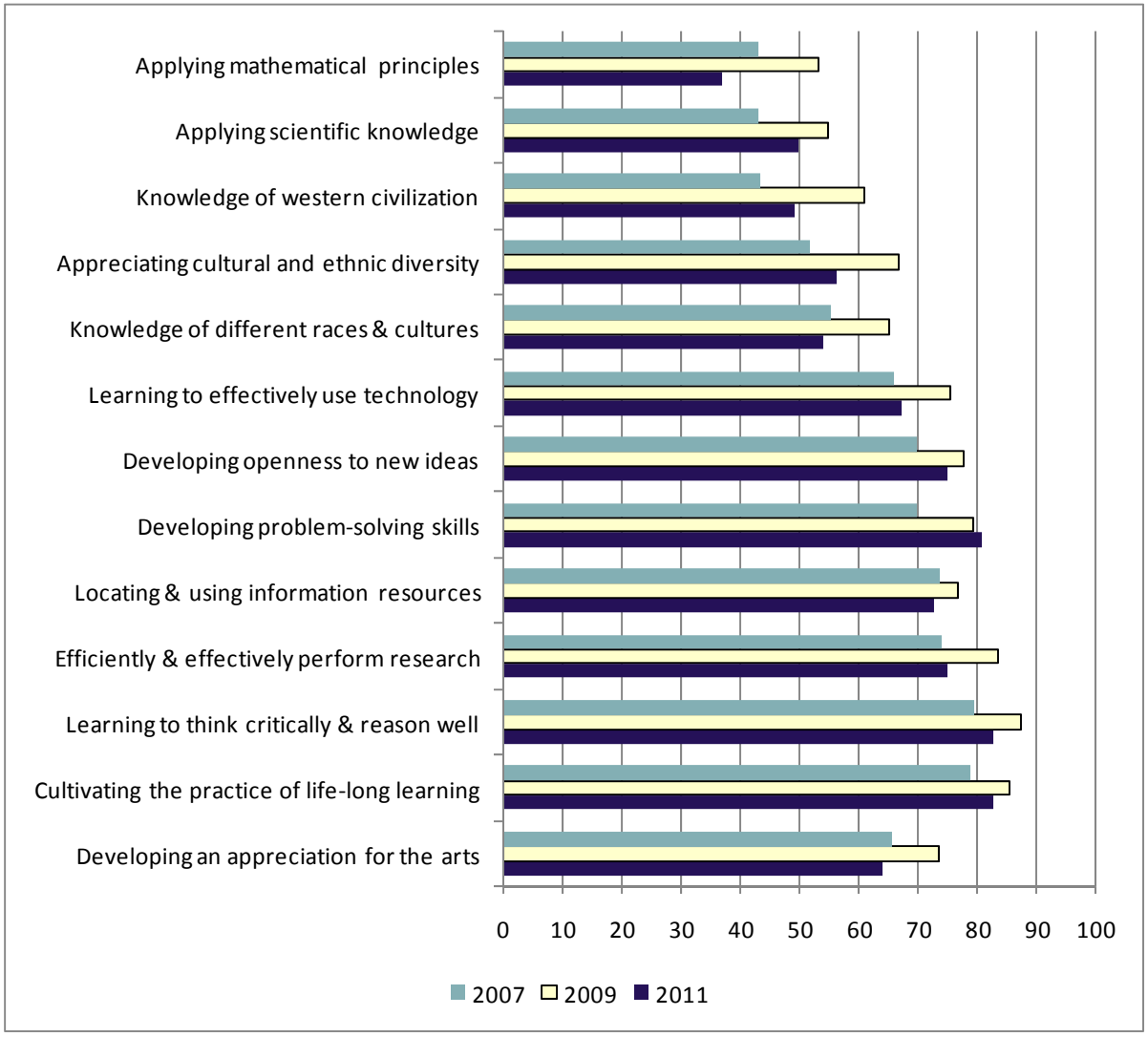

Chart 9. College information on Core Curriculum Outcomes.

Student Rating Outcomes of Achievement

Northwestern students complete the ***IDEA Course Evaluations*** in selected classes each year. During the 2010-2011 academic year 5,439 students completed these evaluations. On the form, students are asked to rate their progress on objectives chosen as important by course instructors. Table 27 below shows the percent of students who rated their progress on these outcomes as either *Exceptional* or *Substantial.* These results are compared with the National sample of all college students completing the IDEA form.

Table 27. Students rate progress on achieving core outcomes.

	NWC	NATIONAL
Gaining factual knowledge	73	55
Learning fundamental principles and theories	67	50
Learning to apply course materials	73	54
Developing professional skills	72	58
Skills in working with others as a team	37	53
Developing creative capacities	64	50
Appreciation of the arts and culture	42	39
Developing skill in expressing self orally and in writing	45	43
Learning to find and use resources	42	35
Commitment to personal values	61	41
Learning to analyze and critically evaluate ideas	55	45
Acquiring Interest in asking own questions	51	39

GRE Scores of NWC Alumni

The ***Graduate Record Examinations*** (GRE) compares NWC alumni completing the exam with graduates from institutions of all types throughout the country (Chart 10). All skills exceeded the goal of 50th percentile.

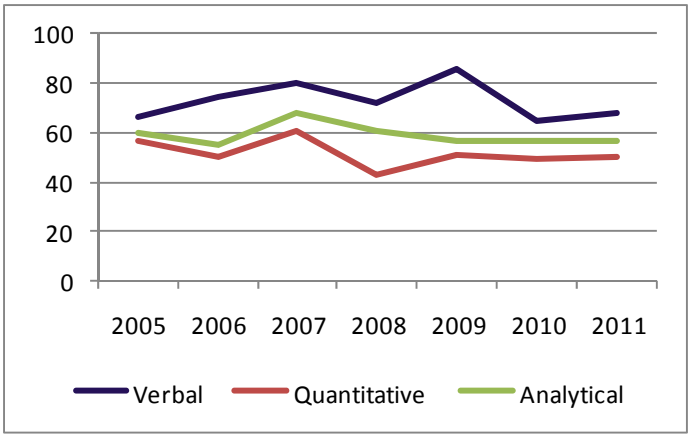

Chart 10. GRE percentile rank in verbal, quantitative and analytical skills.

NWC Interns Core Outcomes

Over 287 Northwestern students participated in internships in 2010-2011. On-site supervisors of these experiences rated interns on a variety of general education outcomes using a scale from 5= Exceptional to 1 = Unsatisfactory on the ***Internship Evaluation Survey***. Northwestern interns scored near or above 4 (Exceeds Expectations) on all general education outcomes (Table 28).

Table 28. Intern skills in general education outcomes compared with previous years.

General Educational Outcomes	2011	2010	2009	2008	2007
Ability to learn	4.30	4.40	4.40	4.40	4.50
Technical skills	4.20	4.20	4.10	4.10	NA
Ability to organize	4.10	4.10	4.20	4.10	4.10
Ability to identify problems	4.10	4.10	4.10	4.10	NA
Ability to formulate significant questions	4.00	NA	NA	NA	NA
Ability to gather information	4.00	4.10	4.10	4.10	4.10
Ability to examine multiple perspectives	4.00	NA	NA	NA	NA
Ability to analyze	4.00	NA	NA	NA	NA
Ability to synthesize	4.00	NA	NA	NA	NA

NA = Not Asked
5=Exceptional, 4=Exceeds Expectations, 3=Meets Expectations, 2=Improvement Needed, 1=Unsatisfactory

2010 Freshmen Data

A random sample of approximately 100 incoming freshmen completed the ***Cooperative Institutional Research Project (CIRP)*** survey in the fall of 2010. Their responses are compared on the tables and charts in this section with freshmen from a sample group made up of other colleges and universities classified by the HERI as National Religious institutions.

Northwestern was the First Choice of Most Incoming Freshmen

Eighty-two percent of these freshmen reported that Northwestern College was their first college choice. This number was substantially higher than the National Religious sample of 64 percent (Chart 11).

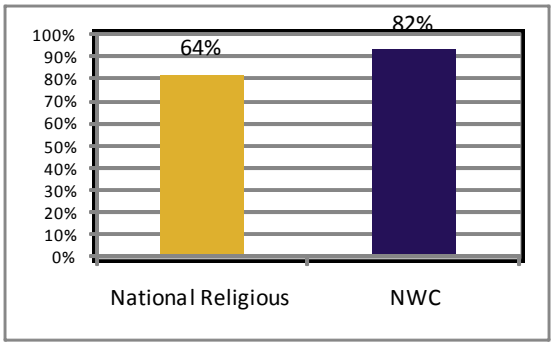

Chart 11. Freshman rate NWC as *First Choice* on CIRP Survey.

Top Reason for Selecting NWC

The top reasons for selecting NWC have remained the same over the last several years, with **Religious orientation** consistently rated highest. The percent selecting **Financial assistance offered** as a reason for selecting NWC increased in 2010 with decreases in **academic reputation** and **visit to campus** in 2010 (Table 29).

Table 29. Top reason for selecting NWC compared with previous years.

Reason for Selecting NWC	2010	2008	2006	2004	2002
Religious orientation	85.9	88.0	87.3	87.0	84.9
Academic reputation	61.2	69.0	59.2	42.5	44.4
Size of the college	48.8	56.0	55.3	49.2	47.1
Financial assistance offered	47.6	42.6	33.9	37.2	35.6
Visit to campus	40.0	51.7	47.2	49.6	NA
Good social reputation	36.9	40.5	34.3	26.4	21.7
Grads go to top grad schools	20.7	22.6	17.1	8.4	4.0
Live near home	16.9	18.1	16.4	16.6	14.5

Freshmen Self-Rating of Abilities by Gender

The ***CIRP*** questionnaire asks freshmen completing the survey to rate themselves on a number of abilities. Chart 12 shows the percentage of freshmen in 2010 who ranked themselves in the *Highest 10%* or *Above Average* as compared to other college freshmen by gender. Gender differences are most apparent for **Physical health, Leadership ability, Self-understanding, Public speaking ability, Mathematical ability and Writing ability.**

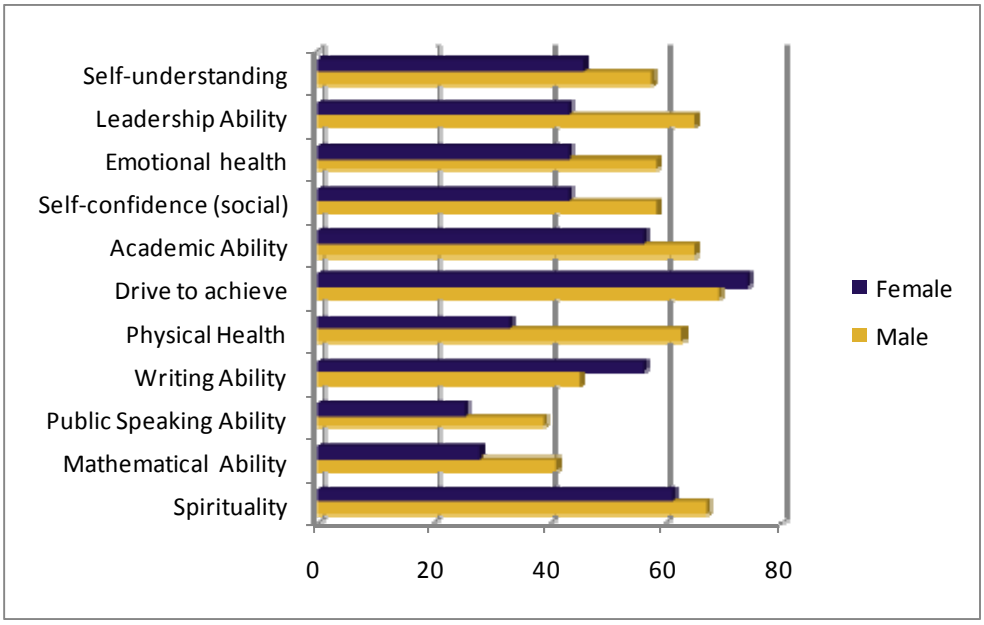

Chart 12. Freshmen in 2010 who ranked themselves in the *Highest 10%* or *Above Average* on CIRP survey.

Freshmen Expectations for College Life

More than half of incoming freshmen completing the survey expect to **Be satisfied with their college**, **Get a job to help pay for college expenses**, **Make at least a "B" average, Participate in volunteer or community service work** and **Socialize with someone of another racial/ethnic group.** Fewer NWC freshmen expect to **Change their major field** than freshmen in past groups (Table 30). Northwestern freshman differ from students in the national sample in most areas.

Table 30. Freshman rate their expectations for college life in CIRP survey.

Chances are good that he/she will:	2010	2008	2006	Natl. Religious
Be satisfied with your college	67.1	70.7	74.1	58.0
Get a job to help pay for college expenses	65.5	76.9	68.6	47.9
Make at least a "B" average	64.7	69.2	66.9	65.0
Participate in volunteer or community service work	56.5	57.8	NA	36.4
Socialize with someone of another race/ethnic group	52.4	66.4	62.7	61.7
Play varsity/intercollegiate athletics	14.1	11.1	23.1	27.7
Participate in a study abroad program	11.8	27.6	23.5	33.1
Transfer to another college before graduating	8.3	3.4	7.1	7.6
Change major field	7.1	14.5	12.5	11.1

Freshmen Concerns about Finances Higher than National Private

Twenty percent of freshman completing the survey report that **financing their college** education is a major concern. This percent has increased from previous years. Northwestern freshmen reported more concern with finances than freshmen in the National Religious college sample (Table 31).

Table 31. Level of concern about financing college compared with previous years.

	2010	2008	2006	2004	Natl. Religious 2010
No concern	21.4	25.0	18.6	18.5	32.3
Some concern	58.3	59.5	61.1	59.8	55.2
Major concern	20.0	15.5	20.4	21.7	12.5

Freshman Life Objectives

The most essential objectives for NWC freshmen completing the CIRP were **Raising a family, Developing a meaningful philosophy of life, Influencing social values,** and **Becoming an authority in my field**. The first three of these objectives have remained the most essential for Northwestern freshmen since the survey was first given in 1994.

There are significant differences between students at Northwestern and those at other religious colleges on several items, most notably the importance of **Being very well off financially, Obtaining recognition from my colleagues for contributions to my field**, **Be involved in environment clean up,** and **Raising a family** (Table 32).

Table 32. Life objectives viewed as essential compared with previous years.

Essential Life Objectives	NWC 2010	NWC 2008	NWC 2006	Natl. Religious
Raising a family	86.9	82.1	88.6	76.1
Developing a meaningful philosophy of life	54.7	63.5	54.1	48.1
Influencing social values	51.2	68.4	56.2	46.0
Becoming an authority in my field	50.0	45.3	41.6	56.8
Being very well off financially	50.0	27.6	34.6	70.4
Improving my understanding of other countries and cultures	47.7	65.2	46.1	49.8
Becoming a community leader	38.5	44.3	40.2	37.4
Keeping up to date with political affairs	33.4	27.0	31.7	31.0
Participating in a community action program	33.3	33.3	25.8	31.9
Helping to promote racial understanding	29.7	28.9	22.5	34.5
Obtaining recognition from my colleagues for contributions to my field	28.5	42.7	26.2	51.5
Achieve in a performing art	20.0	20.7	23.9	19.8
Creating artistic work	17.8	20.7	17.9	17.7
Be involved in environment clean up	14.3	6.0	10.3	25.4
Influencing the political structure	13.1	7.8	14.8	20.9

ASSESSMENT INSTRUMENTS

ASSESSMENT CRITERIA FOR COLLEGE WRITING (WCE)

This form is a locally designed instrument developed to measure levels of student attainment of objectives in upper-level courses with a Written Communication Emphasis (WCE) designation.

ASSESSMENT CRITERIA FOR ORAL COMMUNICATION (OCE)

This instrument was developed by the Communication Department to measure levels of student attainment of oral communication objectives in upper-level courses with an Oral Communication Emphasis (OCE) designation.

COOPERATIVE INSTITUTIONAL RESEARCH PROJECT (CIRP)

The ***Freshmen Information Form*** was developed as a part of the ***Cooperative Institutional Research Project (CIRP)*** by the Higher Education Research Institute. The form provides data on incoming freshmen opinions, perceptions, goals, and experiences.

GRADUATE RECORD EXAMINATION (GRE)

The ***Graduate Record Examination*** is produced and processed by the Educational Testing Service. GRE results compare Northwestern graduates with national norms in Verbal, Quantitative, Analytical Writing areas.

IDEA COURSE EVALUATION SURVEY

This instrument is administered to Northwestern students at the completion of selected academic courses. The IDEA Center form measures student perceptions of the course and the professor. During the 2010-2011 academic year 5,439 surveys were completed. In additional, supplementary questions were added to the survey to explore student perceptions of elements of the integration of faith with teaching and learning.

NORTHWESTERN EDITING COMPETENCY EXAMINATION

This instrument was developed by the English Department as a test of editing competency. The instrument has been positively correlated with the ***Collegiate Assessment of Academic Proficiency (CAAP) Writing Exam***.

NORTHWESTERN INTERNSHIP EVALUATION SURVEY

This on-line survey is completed by Northwestern Students and On-site Supervisors at the completion of an internship experience. General education outcome assessment is included in this instrument developed by the Center for Calling & Career.

NORTHWESTERN SENIOR CAPSTONE SURVEY

This locally developed instrument, given by departments during a capstone experience, is designed to survey perceptions regarding their academic major and the faculty in their major.

NORTHWESTERN SENIOR SURVEY

This locally developed instrument was designed to survey vocational information, student plans, activities, levels of satisfaction with NWC programs and services, and perceived College outcomes. Questions have been tailored to the distinctives of Northwestern College.

STUDENT LIFE SURVEY

This locally-developed instrument is administered electronically to all students in the spring of the academic year by the Student Development Office. The instrument is designed to measure achievement of Living and Learning Outcome goals.

Assessment Center
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